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ABSTRACT

Providing help to teachers and schools attempting to achieve the vision of the Kentucky Educational Reform Act (KERA) which shifts the focus of instruction to student use and application of knowledge, this paper presents a sample course outline as a starting point for course development. The paper begins with one example of a course description for English I, a high school language arts course designed to continue to develop students' language arts abilities in reading, writing, speaking, listening, and observing through the study of a variety of literary genres and a wide range of writing experiences. The paper then discusses targeting outcomes; presents a goals and outcomes correlation chart; discusses course outcomes; addresses content and content guidelines (including suggested reading materials); presents charts illustrating how students become active, investigative learners who can demonstrate learning in meaningful ways; presents assessment activities; and presents a sample unit development format. Appendixes contain the 6 KERA goals and sample items from KIRIS assessments. (RS)

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Draft

# Transitional Course Outline

# English I

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# SAMPLE
# TRANSITIONAL COURSE OUTLINE
# ENGLISH I (2301)

For Kentucky to achieve the vision of KERA, education in the Commonwealth must experience a multifaceted reform. As the classroom begins this transition, professional development, curriculum, instruction, and assessment must also undergo significant changes. It is essential that these changes be made through a process which emphasizes the relationships and connections existing among these critical components of education. The Kentucky Department of Education is providing help to teachers and schools attempting to make this transition by offering the following sample course outline as a starting point for course development.

Traditionally, instruction has focused on student acquisition of discrete facts and skills. The expectations of KERA shift the focus to student use and application of knowledge; therefore, changes in the selection of content, instructional strategies, and assessment methods are necessary. There are many different ways to define course outlines; the following provides **one example**.

## COURSE DESCRIPTION

High school language arts students advance their communication skills as they read and study in depth a diverse selection of significant readings both fiction and nonfiction. They participate in expansive personal reading and writing which is amplified by multimedia applications such as appropriate video and audio presentations and by practicing and refining their listening and speaking skills largely through classroom discussions, debates, panels, and other formal and informal speech activities. To become effective communicators, high school students need to read widely in all genres; gain greater facility with a clear, cogent, yet personal, writing style; and study and discuss major environmental, technological, social, and political issues.

The purpose of any English course is to improve communication skills. KERA encourages that the communication skills of reading, writing, speaking, and observing be developed in all course work since language is vital to learning in all disciplines.

As students in English I continue to develop language arts abilities in reading, writing, speaking, listening, and observing, they should also learn the application of these abilities to real-life situations. This course, then, will be designed to study a variety of literary genre and provide a wide range of writing experiences, teaching mechanics and usage in the context of these experiences. These skills are applied to aid the student in all areas of real-life communications--interviewing, group membership, interpersonal relationships, and reading and writing for the workplace and in an academic setting.

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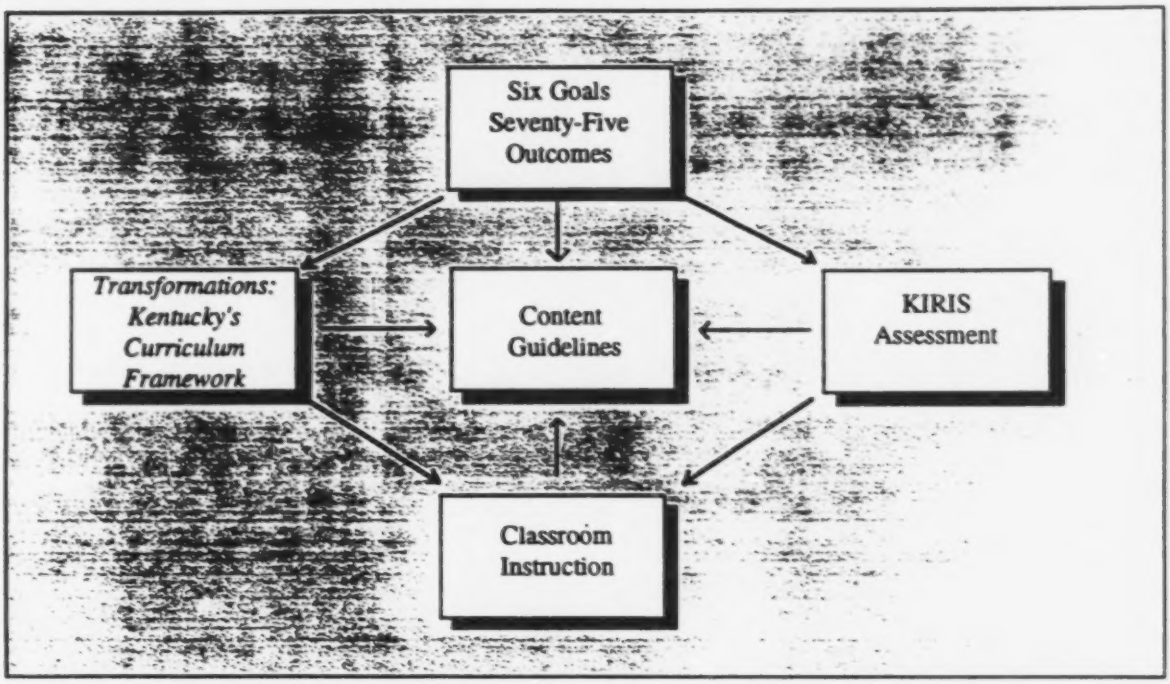
## TARGETING OUTCOMES

KERA requires that the focus of instruction should be on Kentucky's six learning goals and seventy-five outcomes. These are the foundation of *Transformations: Kentucky's Curriculum Framework* and the KIRIS assessment. Likewise, the goals and outcomes must be the basis of locally adopted curriculum and units developed by curriculum writing committees and teachers. This approach to curriculum and unit development not only will help students demonstrate achievement of the learner outcomes but also reflects the connections among curriculum, instruction, and assessment.




It is important to recognize that teaching the seventy-five learner outcomes is a shared responsibility among the instructional staff at a school. In deciding which outcomes to target for a particular course, it is critical to consider both discipline requirements and student needs.

Teachers may find it helpful to identify three types of outcomes for each course. The **targeted outcomes**, selected from the seventy-five learner outcomes, are those which the teacher intends to assess. Culminating performances and evaluations should reflect these outcomes. **Course outcomes** are developed by teachers to connect the targeted outcomes with the purposes of the course. They become the focus of instruction as the teacher presents the content. **Supporting outcomes** (also chosen from the learner outcomes) are outcomes which will be addressed but are not the main focus of evaluation. These outcomes are listed in Appendix A.



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## GOALS AND OUTCOMES CORRELATION CHART

This chart shows the way in which course outcomes (found on page 4), targeted outcomes (found on page 4), and the supporting learner outcomes for English I reflect the KERA goals in instruction.

| KERA Goals | Course Outcomes | Targeted Learner Outcomes | Supporting Learner Outcomes |
|---|---|---|---|
| **Goal 1** | ✔ | ✔ | ✔ |
| **Goal 2** | ✔ | | ✔ |
| **Goal 3*** | ✔ | | ✔ |
| **Goal 4*** | ✔ | | ✔ |
| **Goal 5** | ✔ | | ✔ |
| **Goal 6** | ✔ | | ✔ |

*Goals 3 and 4 will not be formally assessed on the KIRIS assessment.

## COURSE OUTCOMES

1. Using the writing process, students write in a variety of modes (expressive, transactive, imaginative) and forms (letters, stories, poems, plays) to a variety of audiences for a variety of purposes . These purposes include, but should not be limited to, those of portfolio assessment: personal narrative; imaginative pieces; predicting an outcome; defending a position; solving a problem; analyzing or evaluating a situation, person, place, or thing; explaining a process or concept; drawing a conclusion; and creating a model.
2. Students construct meaning, elaborate, and respond critically to a variety of types of print materials (literary, informational, practical, persuasive). They apply a variety of strategies (e.g., predicting, questioning, summarizing, previewing) appropriate to the purpose to construct meaning.
3. Students form and defend ideas by connecting new observations with prior knowledge/ experiences.
4. Students construct meaning and listen for a variety of purposes (information, persuasion, imagination).
5. Students speak to a variety of audiences for a variety of purposes (imagination, information, persuasion) in informal and formal situations.

## TARGETED LEARNER OUTCOMES

**KERA Goal 1** **Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.**

1.2 Students construct meaning from a variety of print materials for a variety of purposes through **reading**.

1.3 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.

1.4 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.

1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

1.12 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **speaking**.

## CONTENT

Instruction should focus on learner outcomes by bringing together the process skills with important information from the discipline. To make learning meaningful for students, teachers should go beyond the traditional resource of the textbook as they organize the content around concepts, themes, and essential questions. It is critical that the objective of "covering" facts be replaced with the belief that application and depth of understanding and learning are important.

## RATIONALE FOR SUGGESTED CONTENT

Language arts focuses on critical skills--reading, writing, speaking, listening, and observing--necessary to communicate. In an increasingly complex and global society, the development and refinement of these skills becomes imperative for a literate population. The content for language arts programs must provide practice for students as they enhance their abilities to express themselves and communicate effectively.

Language arts skills are complex and developmental. The curriculum should provide language experiences of increasing sophistication and maturity, recognizing that only the most mechanical of the skills can be mastered.

The use of language is interdisciplinary and impacts students throughout the school day. Because of this, the skills and processes should be woven and practiced across all disciplines. A wide variety of sources of literary works, as well as current issues in other disciplines such as social studies and science, can enhance the student's power to communicate.

## CONTENT GUIDELINES

Care should be taken in selecting targeted content to use a more integrated approach weaving the various skills and processes with specific content so that units of study do not stand as isolated areas of concentration. For example, while conventional grammatical content is a significant focus of the English I classroom, it should not be studied apart from the actual composition process in which students plan and write a variety of pieces. A second example would be the design of thematic units in literature, as opposed to the "straight through the anthology" approach. Thematic units would allow for diversity in genre, as well as selection of works both time-honored and contemporary. As students read and respond to literature, they are exposed to multiple perspectives on personal, community, and world issues allowing them to analyze, articulate, and define their own views.

- Δ Students should be involved in a variety of writing assignments which directly relate to real life experiences, have real audiences, and accomplish practical purposes. In these writings students should write letters to editors, letters of inquiry, letters of application, resumes, or personal essays of a reflective nature. In this way they learn to develop a sense of personal investment and voice in what they write, how they write, and why they write. Students should generate their own lists of topics, modes of development, purposes, and scoring guides which may be used in peer or cooperative learning groups.

- Δ Gaining important life skills in the areas of communications including speaking, listening, creative drama, nonverbal communication, and mass media awareness are also essential elements. Students need to have experiences in which they are both leader and worker within a group setting. Learning to listen and offer well-articulated oral feedback is a priority as students are preparing for the transition to higher education or the world of work. In this light, students become more interactive in the English I classroom and are given ample opportunities to develop speaking and interpersonal skills.

Δ The following examples are some of the recurring themes typically found at the English I level. These themes are explored in a diverse range of readings including textbooks, journals, newspapers, and print periodicals as well as video and audio materials. The thematic unit allows for developing all the language arts skills--reading, writing, listening, speaking and observing--integrated into a single series of learning experiences, as well as allowing for connections with other disciplines.

**•Prejudice/Discrimination**

Possible works: Toni Cade Bambara's "Blues Ain't No Mockin Bird" (short story); "The Long Walk Home" (video); Harper Lee's *To Kill A Mockingbird* (novel); Martin Luther King's "I Have a Dream" (speech); Alice Walker's "Women" (poem); other selections from newspapers, magazines, video, and audio as appropriate

**•Rite of Passage/Coming of Age**

Possible works: Doris Lessing's "Through the Tunnel" (short story); S.E. Hinton's *The Outsiders* (novel); Jessamyn West's "Sixteen" (short story); Maya Angelou's *I Know Why the Caged Bird Sings* (autobiography); Alice Monro's "Red Dress" (short story); teen magazines

**•Inner Circle/Relationships**

Possible works: William Shakespeare's *Romeo and Juliet* (drama and video); James Hurst's "The Scarlet Ibis" (short story); John Steinbecks' *The Red Pony* (novel); Leslie Norris' "Shaving" (short story); teen magazines

**•Survival**

Possible works: John Steinbeck's *The Pearl* (novel); Cynthia Voigt's *Dicey's Song* (novel); Daphne Maurier's "The Birds" (short story); Jim Curran's *K2: Triumph and Tragedy* (nonfiction); Gary Paulsen's *The River* (novel); Jack London's *White Fang* (novel and movie)

**•Nature and the Environment**

Possible works: Robert Frost's "A Hillside Thaw" (poem); Carl Sandburg's "Fog" (poem); James Herriott's *All Creatures Great and Small* (nonfiction); James Ramsey Ullman's "Top Man" (short story); J. Baldwin's (editor) *Whole Earth Ecolog* (nonfiction); Marjorie Rawlings' *The Yearling* (novel); magazines

•**Science Fiction and Futurism**

Possible works: Isaac Asimov's "The Watery Place" (short story); Ray Bradbury's "All Summer in a Day" (short story); Washington Irving's "Rip Van Winkle" (short story); Rod Sterling's *The Monsters are Due on Maple Street* (drama); Charles Dickens' *A Christmas Carol* (drama); Isaac Asimov's, Martin H. Greensburg's, and Charles G. Waugh's (editors) *Space Shuttles* (collection of short stories); comic books

-- The content information is based on publications from professional organizations such as International Reading Association and the National Council of Teachers of English.

## INSTRUCTIONAL STANDARDS

**Classroom instruction should provide learning opportunities which develop students' abilities to think critically, solve problems, and learn independently. The following chart illustrates how students become active, investigative learners who can demonstrate learning in meaningful ways.**

| From Instruction Which | To Instruction Which |
|---|---|
| Focuses on covering discrete information and implements a scope and sequence curriculum | Focuses on concepts, themes, applications, and relationships in order to help students achieve identified learner outcomes |
| Sets high standards for a selected group of students while limiting some students to work sheets and activities which address only low-level cognitive skills | Sets high standards for all students and implements instructional programs that guide all students through levels of thinking |
| Uses literature and grammar textbooks as the primary instructional resources | Provides a variety of experiences and instructional resources such as speakers, interviews, textbooks, periodicals, and audio-visuals |
| Focuses on only one of the language arts at a time, such as language skills without purposeful writing, discussion, listening, and reading | Emphasizes the integration of listening, speaking, reading, and writing and the teaching of language skills in meaningful contexts |
| Promotes student working in isolation as the most desirable instructional strategy | Encourages individual and collaborative work, such as group work and peer conferencing |
| Tends to establish the teacher as the one authority with access to all the answers | Utilizes the teacher as the major facilitator in the learning process while creating an atmosphere for student involvement |
| Uses only skill ability to group students | Forms flexible groups which may be based on factors such as student interests, work habits, learning needs, and leadership skills |
| Implements a writing program in which students are merely assigned low-level tasks and papers are read only for correctness | Implements a writing program that includes attention to the various stages of the writing process from prewriting to publishing |
| Isolates the language arts teacher from the work of his or her colleagues | Encourages collaboration, team building among the instructional staff, and the use of the strengths and expertise of other teachers |
| Restricts student achievement by focusing on one or two multiple intelligences and learning styles | Enables all students to learn at high levels by addressing all of the multiple intelligences and learning styles |

## LEARNER STANDARDS

**Classroom instruction should provide learning opportunities which develop students' abilities to think critically, solve problems, and learn independently. The following chart illustrates how students become active, investigative learners who can demonstrate learning in meaningful ways.**

| From A Learner Who | To A Learner Who | And Will Be Able To |
|---|---|---|
| Receives knowledge passively | Uses knowledge to construct meaning | Apply information to real-life situations (i.e., after reading *The Dollmaker*, the reader recognizes reasons why the population of Appalachia dwindled.) |
| Provides one right answer | Supports a "most appropriate answer" | Understand that most works of literature have several themes (i.e., there is not one "right" theme to *The Call of the Wild.)* |
| Works toward unclear expectations | Knows the learning expectations | Verbalize or write personal learning objectives |
| Uses a textbook as the primary source | Uses varied resources and experiences to gather information | Synthesize information for a purpose. (i.e., students conduct an "I Search" project on the best buys for cameras. |
| Focuses on one language concept at a time | Makes learning connections across the language arts discipline | Effectively express verbally or non-verbally his/her opinion about something he/she has read |
| Works individually and competes with other learners | Collaborates with other students on projects | Invite input from peers, parents, and others on writing, projects, or products |
| Focus on using language arts skills exclusively in the language arts arena | Applies language arts skills in all content areas | Use reading and writing skills in other disciplines |
| Sees little personal or practical value in assignments | Focuses on concepts, skills in authentic contexts, processes, and attitudes | Keep and use a personal writing skills list for grammar, mechanics, and spelling |

## ASSESSMENT STANDARDS

Assessment and instruction are directly connected. Assessment in the classroom should reflect a continuous process which evaluates student learning. The information gained can guide teachers in adjusting instructional strategies and methods. Assessments no longer have to be only paper/pencil exams given on a scheduled day. Instead they can be authentic, meaningful performances which allow students to participate in the evaluation process and, often, be involved in the design of the assessment. The following chart provides examples of a variety of assessment methods.

| From Assessment Which | To Assessment Which |
|---|---|
| Uses multiple choice, fill-in-the-blank, and other types of "right answer" questions | Uses student products, portfolios, and other types of authentic assessments based on a rubric and includes teacher-student conferences and self/peer evaluation |
| Occurs only at the end of a unit | Occurs continuously and allows students to demonstrate their learning in a variety of ways |
| Is always developed by the teacher | Uses teacher and student input in designing the rubric |
| Evaluates students only on the ability to recall details | Evaluates both the students' knowledge and the ability to apply that knowledge in real-life situations |
| Involves only the teacher in assessing student progress | Includes the student, teacher, and others in assessing student progress |
| Permits only the teacher to know the standards | Requires that both the students and teacher know the standards |

The following are some instructional/assessment activities:

- Respond to personal reading by keeping a literature response journal or by presenting a book talk.
- Write letters evaluating/promoting an idea, position.
- Compare and contrast literature situations, themes, characters, movie to book, literature to real-life.
- Develop interview strategies and create a story or article based on an interview.
- Create short stories, poetry, monologues, dialogues.
- Give oral presentations.
- Convert ideas and concepts into real products, such as original dramatic scripts which employ dramatic conventions, dialogue, and believable characters; advertising campaigns which demonstrate a grasp of satire and social awareness; newspapers utilizing journalistic styles, page organization, and layouts.
- Evaluate personal and peer writing and other products using teacher developed and/or student developed rubrics.

**A Word About Writing Portfolios**

Since portfolio assessment is such a vital part of KIRIS, the maintenance of student writing folders is necessary at the English I level. As students progress through secondary school, the writing folder will serve as a progressive record of the student's development as writer, thinker, and learner.

Standards of performance for students participating in an English I course can be based on the demonstrators of learning found in *Transformations: Kentucky's Curriculum Framework*, Volume I. These demonstrators should reflect the targeted outcomes. Samples of open response items from the KIRIS assessments of 1992 and 1993 which correspond to this course outline are included in Appendix B.

## SAMPLE UNIT DEVELOPMENT FORMAT

As teachers begin developing instructional units, they are encouraged to refer to the curriculum planning map found in Volume II, page 54 of *Transformations: Kentucky's Curriculum Framework*. The curriculum planning map is a tool designed to help teachers as they work through the process of designing units. After teachers determine the major focus of a unit, they will develop activities to prepare students for the culminating performances.

The following is offered as an example of the type of unit that teachers may design for their classrooms but is only **partially developed.**

*Unit Description:*

This unit is designed to increase students' communication skills by thinking, writing, reading, and talking about the relationships and responsibilities between individuals and groups (including the family, peer groups, and groups within schools and community).

*Targeted Outcomes (Major Focus):*

1.2 Students construct meaning from a variety of print materials for a variety of purposes through **reading**.
1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.
1.12 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **speaking**.
2.21 Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and **human relationships**.

*Unit Organizer (Major Focus):* Do individuals need to belong to groups?

Essential Questions - Guide and maintain focus of instruction and learning.

1. What responsibilities do individuals have in groups?
2. How do individuals interact with others to carry out these responsibilities?
3. How do you as an individual promote responsibilities of the group?
4. What rights do individuals have in groups?
5. How do groups promote individual rights?

*Culminating Performance:*

Groups of students will plan and participate in an oral presentation of their choice which addresses varying perspectives on an issue. As part of the performance, students should select, prepare, and provide background information for the audience which will encourage their participation.

The following is an example of such a presentation:

Students will write a dramatic script and perform it for middle school students. This script should deal with a topic such as the rights and responsibilities of children in a family.

*Rubric for Culminating Performance:*

The following system will be used in evaluating the oral presentation component of the culminating performance. A total score of less than 6 points will be rated as incomplete work. Any group receiving this rating will be expected to make adjustments in their performance and make a second presentation.

- The presentation is interesting, is appropriate for the audience, and shows practice and preparation. 1-3 points

- The presentation addresses the topics studied, and exhibits thorough knowledge of the issue. 1-3 points

- The group provides material for the audience in advance of the presentation which will enable and encourage their participation. 1-3 points

*Supporting Knowledge/Content:*

- information on issues
- speaking techniques
- writing process

*Supporting Skills/Abilities/Demonstrators:*

- speaking
- collaborative work
- writing

*Supporting Activities:*

In the process of unit development, it is important that teachers develop activities which prepare students to do well on the culminating performance. The activities should provide practice in the communication skills. Teachers will be able to use information found in the Instructional Standards chart, the Learner Standards chart, and the Assessment Standards chart found on the previous pages.

1. Students will read, study, and discuss stories dealing with relationships (e.g., excerpts from novels such as Alex Haley's *Roots* and Harriette Arnow's *The Dollmaker*; short stories such as Jesse Stuart's "Split Cherry Tree," Grant Moss, Jr's "Before the End of Summer"; poems such as the Robert P. Tristram Coffin's "The Secret Heart," Gordon Parks' "Funeral," Rudyard Kipling's "If"; drama such as William Gibson's *The Miracle Worker*).

2. Students will write character sketches profiling a good friend.

3. Students will write initial and final journal entries describing their views on peer relationships. The initial entry will focus on how the students feel before the readings and other activities, while the final entry will discuss how their views have changed or have been reinforced or amplified by the unit.

# APPENDIX A: SUPPORTING LEARNER OUTCOMES

**KERA Goal 1** **Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.**

1.1 Students use research tools to **locate sources** of information and ideas relevant to a specific need or problem.
1.7 Students organize information and communicate ideas by **visualizing** space configurations and movements.
1.10 Students organize information through development and use of **classification** rules and classification **systems**.
1.13 Students construct meaning and/or communicate ideas and emotions through the **visual arts**.
1.15 Students construct meaning from and/or communicate ideas and emotions through **movement**.
1.16 Students use computers and other **electronic technology** to gather, organize, manipulate, and express information and ideas.

**KERA Goal 2** **Students shall develop their abilities to apply core concepts and principles from the mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.**

2.21 Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and **human relationships**.
2.22 Students **create products and make presentations** that convey concepts and feelings.
2.23 Students **analyze** their own and others' artistic **products and performances**.
2.24 Students **appreciate creativity and the values of the arts** and the humanities.

**KERA Goal 3*** **Students shall develop their abilities to become self-sufficient individuals.**

3.1 Students demonstrate **positive** growth in **self-concept** through appropriate tasks or projects.
3.2 Students demonstrate the ability to maintain a **healthy lifestyle**.
3.3 Students demonstrate the ability to be **adaptable and flexible** through appropriate tasks or projects.
3.4 Students demonstrate the ability to be **resourceful and creative**.
3.5 Students demonstrate **self-control and self discipline**.
3.6 Students demonstrate the ability to make decisions based on **ethical values**.

**KERA Goal 4*** **Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.**

4.1 Students effectively use **interpersonal skills**.
4.2 Students use **productive team membership** skills.
4.3 Students individually demonstrate **consistent, responsive, and caring behavior**.
4.4 Students demonstrate the ability to accept the **rights and responsibilities for self and others**.
4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a **multicultural and world view**.
4.6 Students demonstrate an **open mind to alternative perspectives**.

**KERA Goal 5** **Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.**

5.1 Students use **critical thinking** skills in a variety of situations that will be encountered in life.
5.2 Students use **creative thinking** skills to develop or invent novel, constructive ideas or products.
5.3 Students create and modify their understanding of a **concept** through organizing information.
5.4 Students use a **decision-making** process to make informed decisions among options.
5.5 Students use **problem-solving** processes to develop solutions to relatively complex problems.

**KERA Goal 6** **Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.**

6.1 Students address situations (e.g., topics, problems, decisions, products) from **multiple perspectives** and produce presentations or products that demonstrate a broad understanding. Examples of perspectives include the following: economic, social, cultural, political, historic, physical, technical, aesthetic, environmental, and personal.
6.2 Students use what they already know to **acquire new knowledge, develop new skills or interpret new experiences**.
6.3 Students expand their understanding of **existing knowledge** (e.g., topic, problem, situation, product) by **making connections** with new and unfamiliar knowledge, skills, and experiences.

*Goals 3 and 4 will not be formally assessed on the KIRIS assessment.

# APPENDIX B: SAMPLE ITEMS FROM KIRIS ASSESSMENTS

# 1991-92 KIRIS COMMON OPEN-RESPONSE ITEM SCORING WORKSHEET

## Grade 12 – Reading Question 2

**"Fire: A Blessing in Disguise" from an issue of *National Wildlife*, is an article describing the rationale for the "let burn" policies of the U.S. Forest Service and National Park Service.**

2. Based upon the information in the "Fire: A Blessing In Disguise" article and other pertinent outside information, should fires be allowed to burn uncontrolled? Use examples to support your conclusion.

OPEN-RESPONSE 2

*The magazine article you are about to read is from* National Wildlife. *Read to learn some surprising facts about forest fires, and then answer questions 21-27 on page 10.*

# Fire: A Blessing in Disguise

*Illustration by Chuck Ripper*

Lightning strikes a woodland in the eastern United States. A fireball bursts, its flames lapping at dried leaves, pine needles and fallen limbs. Wind fans the blaze, whipping it into an inferno that soon consumes the area. The fire moves on, leaving in its wake the smoldering skeletons of forest monarchs.

Days pass. Rain soaks the scorched soil and ashes rich in calcium, phosphate and potash. The nutrients stimulate the growth of tiny green shoots, which begin to pierce the blackened earth. Like the Phoenix, new life rises from the ashes.

Deer move into the area of the charred rubble and browse on the new growth. Mice and voles rush about, feasting on the green manna. As time passes, new growth multiplies and more wildlife appears. Low-growing plants provide cover for nesting song birds.

Fire – like sunlight, rain and wind – is a key element in the regeneration of the forest. It converts tree needles and other debris on the forest floor into mineral-rich beds from which new growth springs.

Wood smoke also increases some trees' resistance to insects and disease. A far better controlling agent than chemicals, smoke also may kill such pests as the tussock moth and spruce bud worm.

Some plant species, including several pines, actually need fire to trigger the release of new seeds. And on prairies, grass fires stimulate


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new growth of plants essential to the survival of wildlife.

As the natural habitat matures from low-growing plants and shrubs to small trees and larger shrubs, the forest's wildlife community changes accordingly. Ruffed grouse find food and cover in the brush. Red squirrels, cottontail rabbits and hooded warblers nest and raise young in the shrubs and small trees.

The habitat grows until it reaches its maximum height. Scarlet tanagers and gray squirrels find nesting sites in the mature trees. Wild turkeys flock, roost and nest in the grandeur of the climax forest.

Eventually, the aged forest's dense canopy thickens, choking out life-giving light and causing sterility among the dead branches, leaves and rotting logs. Then: lightning sparks another fireball, and the process of regeneration begins anew.

In 1931, ornithologist Herbert L. Stoddard made game-management history with his book *The Bobwhite Quail: Its Habits, Preservation and Increase*, in which he explained how quail habitat in southern pine woodlands could be improved through controlled burning of the forest floor. Since then, wildlife managers have relied on fire as a tool for enhancing populations of deer and other game.

The "let burn" policies of the U.S. Forest Service and National Park Service have come under attack following last summer's fires at Yellowstone National Park. Yet forest managers generally accept the ecological importance of fire and agree that attempts to control it often cause more damage than the flames themselves.

Disturbance of the landscape by equipment and men, chemical fire retardants dropped from aircraft, expenditures of millions of dollars – all are high costs to pay, especially when one considers that fire will never destroy a forest. It will only change it. And usually the change is for the long-term benefit of wildlife.

*–George H. Harrison*

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## SCORING GUIDE

| | |
|---|---|
| 4 | Response uses textual information and may provide prior outside knowledge. Response may choose one side **OR** both sides of the argument with supporting evidence. Response may draw a conclusion. Response addresses question directly and in a focused manner with no irrelevancies. |
| 3 | Response addresses one **OR** both sides of the argument, but does not develop the response with supporting information fully. Response is less focused. Some inaccuracies in text evidence or slight contradictions may exist. This response differs from a 4 in the quality and depth of the response to the argument. |
| 2 | Response doesn't take a clear stand for either side of the argument but rather summarizes, **OR** takes a stand but supports argument only minimally. Conclusion may contradict original statement. |
| 1 | Response editorializes **OR** does not use any evidence from article to support opinion. **OR** recites from text. |
| 0 | Blank |

## EXAMPLES OF STUDENT RESPONSE* FOR EACH SCORING GUIDE LEVEL

| | |
|---|---|
| 4 | "Fire: A Blessing In Disguise" pointed out the positive aspects of forest fires, and how they are actually helpful. Learning this I think certain fires should go left uncontrolled. Natural forest fires actually regenerate the forest and don't need to be put out by expensive chemical means that could hurt the wildlife. The author states how ashes can provide the soil with important nutrients to support new growth. By trying to put the fires out, the government uses chemicals that will stunt the growth of wildlife. If controlling forest fires is so expensive, it seems useless to spend so much money on something that is doing more help than harm. |

| | |
|---|---|
| 3 | I think fires should be allowed to burn uncontrolled because it replenishes the soil with minerals. Smoke acts as a controlling agent against some pests. Fires also stimulate growth of plants essential to the survival of wildlife. Fires are inexpensive, and help the growth of all wildlife. |

| | |
|---|---|
| 2 | Yes, I think they should be able to burn because the fires help to regenerate life in the forests. Fires make the forests grow better. |

| | |
|---|---|
| 1 | no because if they did it would destroy our trees and forest and it would take a while to get them back because it takes a while for big trees to grow back and it also takes a while to get the little trees started. |

27

* Wherever typed student responses appear, student errors have not been corrected.

## 1992-93 KIRIS COMMON OPEN-RESPONSE ITEM SCORING WORKSHEET

# Grade 12 – Reading Question 5

**(Learner outcomes covered by this item include: Goal 1, constructing meaning.)**

**Please refer to the portion of Filene's Application for Employment shown on page 2 to answer the following question.**

5. Review Susan Jones' application for employment at Filene's and respond to the following question. Would you or would you not consider interviewing Susan Jones for the data processor position for which she has applied? Explain **at least two reasons** for your decision.

**OPEN-RESPONSE 5** _____

# APPLICATION FOR EMPLOYMENT

# FILENE'S

## A division of the May Department Stores Company

DATE: September 11, 1992

SOCIAL SECURITY NUMBER: 293 34 4690

TELEPHONE HOME: 926 6974 AREA CODE 617

TELEPHONE WORK: AREA CODE

*(Please print clearly and complete both sides)*

Filene's Employment Conforms to Applicable State and Federal Employment Laws

This application is current for only sixty (60) days. If you still wish to be considered for employment after that time, it will be necessary to fill out a new application.

NAME (last) Jones (first) Susan (middle) Lynn

ADDRESS (no. & street) 2359 Grove Road (city) Maplewood (state) NH (zip code) HOW LONG HAVE YOU LIVED THERE? 10 yrs.

PREVIOUS ADDRESS (no. & street) 19 Main Street Apt 3 (city) Edgetown (state) MA (zip code) HOW LONG HAVE YOU LIVED THERE? 6 mos.

### POSITION DATA

Position(s) desired or areas of interest:
1. Data Processor
2.

WHAT HOURS AND DAYS WOULD YOU BE AVAILABLE TO WORK?

| | SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|---|
| FROM | 12:00 | – | – | – | – | 5:00 | 9:00 |
| TO | 6:00 | | | | | 9:00 | 5:00 |

When could you start? 9-11-92 (date)

Wage requirements: Minimum

Type of employment desired: Full Time ☐ Part Time ☒ Regular ☒ Temporary ☐

### PERSONAL HISTORY

If hired, can you show proof of age? Yes ☒ No ☐ | Are you 16 years of age or older? Yes ☒ No ☐

Do you have the legal right to be employed in the U.S.? Yes ☒ No ☐

Did you serve in the Military? Yes ☐ No ☒ Branch | Have you ever applied for work at Filene's before? Yes ☐ No ☒ If yes, when ____ where ____

Have you ever been employed by Filene's before? Yes ☐ No ☒ If yes, when ____ where ____ | Have you ever worked for a retail store other than Filene's? Yes ☒ No ☐ What store? Smith Office Supply

Names of friends or relatives employed by Filene's (state relationship): Amanda Baker – neighbor

Referred to Filene's by: (identify source) Employment ad Boston Globe Employment agency ____ Company employee ____ Other ____

In case of emergency, notify: Name: Carol J. Jones Address: 2359 Grove St. Maplewood NH Tel. No.: 926-6974

### EDUCATION HISTORY

| EDUCATION LEVEL | NAME AND LOCATION | CIRCLE LAST YEAR COMPLETED | MAJOR SUBJECT | GRADE AVERAGE | DID YOU GRADUATE? | DEGREE RECEIVED |
|---|---|---|---|---|---|---|
| HIGH SCHOOL | Central High School Maplewood, NH | 1 2 3 (4) | Bus. Ed. | 2.00 | yes | Diploma |
| | | 1 2 3 4 | | | | |
| COLLEGE OR UNIVERSITY | | 1 2 3 4 | | | | |
| | | 1 2 3 4 | | | | |
| BUSINESS SCHOOL, EVENING COLLEGE, CORRESPONDENCE OR OTHER COURSES | | | | | | |
| | | | | | | |

Are you studying at the present time? yes What? Accounting and Data Processing (Where?) Ola Valley Business School

**Business Skills (if appropriate)**

☒ Typing (wpm 65) ☐ Switchboard ☒ Data Entry ☒ Cash register ☐ Other ____

☐ Shorthand (wpm ____) ☒ Word Processing ☒ Calculator ☐ Power equipment ____



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## SCORING GUIDE

| | |
|---|---|
| 4 | Response takes a position and supports it with **at least 2 reasons** that focus on job/skills qualifications. Opinions supported by evidence in the text. Response is thoughtful and full. |
| 3 | Response takes position and supports **1 well** with focus on job/skills qualifications. Second reason may be less developed. Quality of response is generally less developed than a 4 **OR 2** ideas minimally developed. |
| 2 | Response takes a position and supports **1 idea minimally**. |
| 1 | Response is unsupported, opinion only, interprets data incorrectly, is off task or wrong. |
| 0 | Blank |

## EXAMPLES OF STUDENT RESPONSE* FOR EACH SCORING GUIDE LEVEL

| | |
|---|---|
| 4 | Susan Jones wouldn't be qualified enough for an interview. First of all Susan doesn't follow directions. The application says to "print clearly". Susan doesn't print and her handwriting isn't clear. Susan doesn't pay close attention to the blanks. For example she writes out her full name when she is supposed to put last name first, and first name last. The second reason Susan wouldn't be considered for an interview would be her education. I feel that she should have a higher Grade Point Average. She also doesn't fill in her current Grade Average which makes me suspect that it isn't very high. |

| | |
|---|---|
| 3 | Yes, I would consider interviewing Susan Jones for the position for which she applied. Her typing speed is very impressive as is her business skills. Where she is now taking business courses, her skill and knowledge would probably increase. I'd want to make sure she is an honest, responsible person. I would need to get an impression before I would hire her. |

| | |
|---|---|
| 2 | No, I would not consider interviewing Susan Jones for the data processor position. Due to fact that she did not fill out the application correctly and that she does not follow directions. |

| | |
|---|---|
| 1 | Susan Jones seems like a good lady and she has the qualification of being a fine Word Processor. One reason is she live on Main St., she has to be a fine woman to live on the Main St. in town. The other reason being she has a good neighbor who lives next to her. This Ms. Jones could be a well respected person if she works on it. |



*** Wherever typed student responses appear, student errors have not been corrected.**

# KIRIS Writing Portfolio Assessment

## CONTENTS OF GRADE 12 PORTFOLIO
### 1992-1993

Any of the following portfolio entries may come from subject areas other than English/Language Arts, but a minimum of **two** pieces of writing must come from other content areas.

1. Table of Contents: Specify the title of each entry, the content area for which the piece was written, and the page number in the portfolio.

2. One personal narrative

3. One short story, poem, or play/script

4-6. **Three** pieces of writing, each of which will achieve any one or more of the following purposes:
   a. predict an outcome
   b. defend a position
   c. solve a problem
   d. analyze or evaluate a situation, person, place, or thing
   e. explain a process or concept
   f. draw a conclusion
   g. create a model

7. Letter to the Reviewer: A letter written by the student analyzing himself/herself as a writer and reflecting on the pieces in the portfolio